DOCUMENT RESUME

ED 464 002 SO 033 714

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| TITLE | Unit Planning Grids for Visual Arts--Grade 3. |
| INSTITUTION | Delaware State Dept. of Education, Dover. |
| PUB DATE | 2002-03-00 |
| NOTE | 19p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721. |
| AVAILABLE FROM | Delaware State Department of Public Instruction, P.O. Box 1402, Federal and Loockerman Streets, Dover, DE 19903. Tel: 302-739-4601; Fax: 302-739-4654. For full text: http://www.doe.state.de.us/. |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Academic Standards; *Art Activities; *Grade 3; *Planning; Primary Education; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts |
| IDENTIFIERS | *Delaware; Performance Indicators |

ABSTRACT

This planning grid for teaching visual arts in grade 3 in Delaware schools outlines the following six standards for student to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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Delaware Department of Education

# Unit Planning Grids for Visual Arts - Grade 3

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**March 2002**

SO 033 714

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# VISUAL ARTS UNIT PLANNING - GRADE 3

**Standard 1: Students will select and use form, media, techniques, and processes to create works of art and communicate meaning**

A. Students will know that different kinds of media, techniques , and processes are used to create works of art;

B. Students will understand that various media, techniques, and processes create different effects in works of art;

C. Students will experiment with and use a variety of two-dimensional and three dimensional media, techniques, and processes to develop manipulative skills;

D. Students will employ a variety of two-dimensional and three-dimensional media, techniques, and processes to communicate ideas, experiences, and stories in works of art; and

E. Students will use media and tools in a safe and responsible manner.

| PERFORMANCE INDICATORS | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 3.601 | categorize art tools, technologies, and materials in relation to techniques. | | | | | | | | | | | | | | | | | | |
| 3.602 | identify and name basic art techniques and processes including, but not limited to: | | | | | | | | | | | | | | | | | | |
| | 1. painting, | | | | | | | | | | | | | | | | | | |
| | 2. drawing, | | | | | | | | | | | | | | | | | | |
| | 3. sculpting/forming, | | | | | | | | | | | | | | | | | | |
| | 4. cutting, | | | | | | | | | | | | | | | | | | |
| | 5. gluing/fastening, | | | | | | | | | | | | | | | | | | |
| | 6. printing, | | | | | | | | | | | | | | | | | | |
| | 7. weaving, and | | | | | | | | | | | | | | | | | | |
| | 8. textile design. | | | | | | | | | | | | | | | | | | |
| 3.603 | choose tools, technologies, and materials to create specific effects. | | | | | | | | | | | | | | | | | | |
| 3.604 | show the relationships between effects of tools, technologies, and materials and corresponding techniques and processes. | | | | | | | | | | | | | | | | | | |



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| 3.605 | develop manipulative skills using a variety of art tools, technologies, and materials to create images. Categories of tools, technologies, and materials must include, but not be limited to: | |
| | 1. scissors, | |
| | 2. adhesives, | |
| | 3. markers (water-based), | |
| | 4. paint (tempera, watercolor), | |
| | 5. brushes (large, medium, small), | |
| | 6. pencils (graphite and colored), | |
| | 7. crayons, | |
| | 8. modeling compound(s), | |
| | 9. papers (multiple sizes, weights and textures), | |
| | 10. fibers (yarn, string, cloth), | |
| | 11. chalk/pastels/oil pastels, | |
| | 12. rulers and straight edges, | |
| | 13. staplers, | |
| | 14. templates, | |
| | 15. needles, and | |
| | 16. hole punch. | |
| 3.606 | practice combining techniques and processes to achieve different effects. | |
| 3.607 | employ a variety of two-dimensional and three-dimensional media, techniques, technologies, and processes to communicate ideas, experiences, and stories. | |
| 3.608 | solve visual arts problems by creating computer generated works of art. | |
| 3.609 | use media and tools in a safe and responsible manner. | |

# VISUAL ARTS UNIT PLANNING - GRADE 3

**Standard 2: Students will create ways to use visual, spatial, and temporal concepts in creating works of art.**

A. Students will recognize, name, and apply the visual components of art and design (line, color, value, shape and form, space, and texture);

B. Students will recognize, name, and apply the organizational components of art and design (balance, unity, contrast, pattern, emphasis, movement, and rhythm);

C. Students will understand that creating works of art involves the development of ideas across time; and

D. Select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own work.

| | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **PERFORMANCE INDICATORS** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** |
| 3.610 | recognize and identify black, white, and gray as neutral colors. | | | | | | | | | | | | | | | | | | |
| 3.611 | differentiate between warm and cool colors and how they can be used to depict time of day, seasons, and different weather conditions. | | | | | | | | | | | | | | | | | | |
| 3.612 | recognize and demonstrate that an intermediate (tertiary) color is the mixture of one primary color and one secondary color. | | | | | | | | | | | | | | | | | | |
| 3.613 | recognize monochromatic and polychromatic color schemes. | | | | | | | | | | | | | | | | | | |
| 3.614 | recognize that line can show motion (e.g., spiral, radial, converging). | | | | | | | | | | | | | | | | | | |
| 3.615 | perceive and demonstrate how straight and curved lines define the contours of shapes and forms or objects (e.g., straight lines define squares or cubes; curved lines define ovals or spheres). | | | | | | | | | | | | | | | | | | |
| 3.616 | recognize ways that lines convey expressive qualities in the environment and in works of art. | | | | | | | | | | | | | | | | | | |
| 3.617 | recognize a silhouette as the shadow outline or shape of a figure or object. | | | | | | | | | | | | | | | | | | |
| 3.618 | combine simple shapes to create more complex shapes. | | | | | | | | | | | | | | | | | | |



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| 3.619 | understand the relationship between two-dimensional shapes and three-dimensional forms (e.g., square and cube, triangle and pyramid, circle and sphere). | | | | | | | | | | | | | | | | | | | |
| 3.620 | recognize positive and negative shapes and spaces; main shapes and background shapes; figure ground relationships. | | | | | | | | | | | | | | | | | | | |
| 3.621 | identify distance by use of foreground, middleground, and background and creating a center of interest. | | | | | | | | | | | | | | | | | | | |
| 3.622 | recognize textural qualities in various art media, in the environment, and within works of art. | | | | | | | | | | | | | | | | | | | |
| 3.623 | understand how light defines lines, colors, shapes, textures, and shadows and affects the mood of scenes. | | | | | | | | | | | | | | | | | | | |
| 3.624 | employ visual contrast: shape(large among small); color (bright next to dull); line (thick next to thin); texture (rough next to smooth). | | | | | | | | | | | | | | | | | | | |
| 3.625 | recognize that visual components (line, shape, texture, color, value, and form) may be repeated to create a random or ordered pattern. | | | | | | | | | | | | | | | | | | | |
| 3.626 | recognize and identify examples of symmetry in nature and the constructed environment and works of art. | | | | | | | | | | | | | | | | | | | |
| 3.627 | use visual components to create symmetrical or asymmetrical balance, formal and informal design. | | | | | | | | | | | | | | | | | | | |
| 3.628 | use line to create paths of rhythm and movement. | | | | | | | | | | | | | | | | | | | |
| 3.629 | recognize and use sequential organization of size and value to create rhythm. | | | | | | | | | | | | | | | | | | | |
| 3.630 | use repetition of visual components (line, shape, texture, color, value) to create unity. | | | | | | | | | | | | | | | | | | | |
| 3.631 | identify repetition in nature and the man-made environment. | | | | | | | | | | | | | | | | | | | |
| 3.632 | identify center of interest. | | | | | | | | | | | | | | | | | | | |
| 3.633 | understand that creating works of art involves the development of ideas over time. | | | | | | | | | | | | | | | | | | | |
| 3.634 | select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own works. | | | | | | | | | | | | | | | | | | | |

# VISUAL ARTS UNIT PLANNING - GRADE 3

**Standard 3: Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.**

A. Students will explore and understand possible sources of subjects and ideas for creating works of art; and

B. Students will select and use subjects, symbols, and ideas to communicate meaning in works of art.

| PERFORMANCE INDICATORS | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 3.635 | recognize possible sources of ideas for creating works of art. | | | | | | | | | | | | | | | | | | |
| 3.636 | select and use ideas for creating works of art based on actual personal experiences, imagination, and emotions. | | | | | | | | | | | | | | | | | | |

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# VISUAL ARTS UNIT PLANNING - GRADE 3

**Standard 4: Students will understand the visual arts in relation to diverse cultures, times, and places.**

A. Students will recognize how the visual arts are used as a daily part f life;

B. Students will recognize that the visual arts have a history;

C. Students will understand that characteristics of works of art identify them as belonging to particular cultures, times, and places;

D. Students will know how cultures, times, and places influence the visual arts; and

E. Students will understand differences in purpose and distinguish between functional and nonfunctional works of art and design in various cultures, times, and places.

| PERFORMANCE INDICATORS | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 3.637 | identify various roles of the visual arts within daily life. | | | | | | | | | | | | | | | | | | |
| 3.638 | recognize that art serves as a historical record to document cultures, times, and places. | | | | | | | | | | | | | | | | | | |
| 3.639 | compare the characteristics of works of art from diverse cultures, times, and places. | | | | | | | | | | | | | | | | | | |
| 3.640 | show how cultures, times, and places have influenced the visual arts. | | | | | | | | | | | | | | | | | | |
| 3.641 | show differences between functions or purposes of art works across cultures, times, and places. | | | | | | | | | | | | | | | | | | |

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# VISUAL ARTS UNIT PLANNING - GRADE 3

**Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.**

A. Students will understand that the visual arts are forms of communication for the expression of ideas, actions, and emotions;

B. Students will understand an apply visual arts vocabulary when observing and describing works of art;

C. Students will recognize and explore various purposes for creating works of art;

D. Students will describe how individual experiences influence the creation of specific works of art; and

E. Students will examines characteristics of works of art that evoke various responses from viewers.

| PERFORMANCE INDICATORS | | UNIT NUMBERS | | | | | | | | | | | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 3.642 | understand that the visual arts communicate and express ideas, actions, and emotions. | | | | | | | | | | | | | | | | | | |
| 3.643 | practice and apply correct visual arts vocabulary when observing and describing works of art. | | | | | | | | | | | | | | | | | | |
| 3.644 | understand that aesthetics and ways visual arts are described and valued differ across cultures, times, and places. | | | | | | | | | | | | | | | | | | |
| 3.645 | identify various purposes for which works of art are created. | | | | | | | | | | | | | | | | | | |
| 3.646 | describe how individual experiences influence the creation of specific works of art. | | | | | | | | | | | | | | | | | | |
| 3.647 | examine how viewers have different responses to specific characteristics in works of art. | | | | | | | | | | | | | | | | | | |

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# VISUAL ARTS UNIT PLANNING - GRADE 3

**Standard 6: Students will understand the visual arts in relation to other disciplines.**

A. Students will recognize similarities between characteristics of the visual arts and other arts disciplines;

B. Students will recognize relationships between the characteristics of the visual arts and other disciplines in the curriculum; and

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work forces and improves the quality of everyday life.

| PERFORMANCE INDICATORS | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 3.648 | recognize the similarities between characteristics of the visual arts and other arts disciplines. | | | | | | | | | | | | | | | | | | |
| 3.649 | name the relationships between the characteristics of the visual arts and other disciplines in the curriculum. | | | | | | | | | | | | | | | | | | |
| 3.650 | recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life. | | | | | | | | | | | | | | | | | | |

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